

## Stage 1- Identify Desired Results

### Established Goals:

#### *Common Core Standards*

- Read and comprehend complex literary and informational texts independently and proficiently.
- **1.** Read closely to determine what the text says explicitly and to make logical inferences from it;
- **4.** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- **6.** Assess how point of view or purpose shapes the content and style of a text.
- **8.** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- **9.** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### What essential questions will be considered?

- How are my friends and family connected to me?
  - What makes a good friend?
  - What do friends share together?
  - How is my family a part of who I am?
  - What do families share together?

### What understandings are desired?

#### ***Students will understand that...***

- Friends and family are part of our lives, community, and identity.
- Each letter makes a sound
- Using context clues, picture clues and classification can help to understand vocabulary
- Determining important information, making inferences and comparing and contrasting can help to comprehend text

### What key knowledge and skills will students acquire as a result of this unit?

#### ***Students will know...***

- Key terms—different, problems, connected, members, grin
- The characteristics of friends and families
- How to use comprehension strategies and skills
- How to spell short vowel words

#### ***Students will be able to...***

- Make text to text, text to self and text to world connections in relation to friends and family
- Read using different comprehension skills and strategies
- Use vocabulary in reading and daily talk
- Use short vowel words in daily writing and spelling

## Stage 2: Determine Acceptable Evidence

### What Evidence will show that students understand?

#### **Performance Tasks:**

Friend Picture Book--Students will create a picture book answering the question "What are the different ways friends help you?" They will brainstorm ideas in a small group setting and share their final projects with the whole group.

Family and Friends Collage- Students will work in a small group to cut pages from magazines and newspapers to create a collage of friends and families. Students will share their final project with the whole group.

## What other evidence needs to be collected in light of Stage 1 Desired Results?

### **Other Evidence:**

**Tests-** Weekly spelling tests, Weekly fluency tests, Differentiated Unit Tests, Quarterly Differentiated Running Records

**Observation-** Daily checklist including student application and knowledge of the following skills:

- Comprehension
- Fluency
- Differentiated and theme vocabulary

### **Student Self-Assessment and Reflection:**

- Self-assess spelling tests
- Self-assess fluency tests
- Self-assess performance tasks
- Reflect on the strategies student learned and how they are helping them to read

## Stage 3: Plan Learning Experiences

The following is an example of what one day in the unit might look like. The structure of this day would be repeated several times throughout the unit.

### **Whole Group**

- Introduce the theme
  - Discuss cover of whole group big book. Discussion questions: What does this cover tell you about family and friends? Who do you think is in this picture? Are they family? How do you think they feel about each other?
- Activate Prior Knowledge
  - Students will look at a photograph of children playing on a playground and describe what they see.
- Introduce Theme Vocabulary
  - Find the words in text
  - Give definition
  - Use in sentence
  - Ask students connection question
- Build Background
  - Make a concept web telling what Friend is and what Family is
- Preview and Predict Text
- Read Together
- Respond to Reading
  - What was your purpose for reading? Do the photographs remind you of anything or anyone you know?
- Phonics
  - Warm up, Introduce new sound (s), Show example words, Connect sound to letter, Discriminate sounds

The following is what the small differentiated groups will look like on any given day.

Differentiated Reading		
	Level	Leveling Highlights
<b>INTENSIVE</b> <ul style="list-style-type: none"> <li>• <u>Fun with Friends</u></li> <li>• <u>Jan and Tim</u></li> <li>• <u>Meet Some Families</u></li> <li>• <u>Family Fun</u></li> </ul>	3	<b>Language and Sentences</b> <ul style="list-style-type: none"> <li>• Familiar vocabulary</li> <li>• Repetition of sentence structure</li> <li>• Natural language structures</li> </ul> <b>Content</b> <ul style="list-style-type: none"> <li>• Predictable stories (fiction)</li> <li>• Single main idea (nonfiction)</li> <li>• Based on familiar concepts</li> </ul>
<b>STRATEGIC</b> <ul style="list-style-type: none"> <li>• <u>I am a Good Friend</u></li> <li>• <u>Mike's Pal Bill</u></li> <li>• <u>I Help My Family</u></li> <li>• <u>Outdoor Families</u></li> </ul>	4	<b>Language and Sentences</b> <ul style="list-style-type: none"> <li>• Targeted high-frequency words</li> <li>• Simple sentences</li> <li>• Natural language structures</li> </ul> <b>Content</b> <ul style="list-style-type: none"> <li>• Simple beginning, middle, and ending (fiction)</li> <li>• Single main idea (nonfiction)</li> <li>• Based on familiar concepts</li> </ul>
<b>BENCHMARK</b> <ul style="list-style-type: none"> <li>• <u>May I Play?</u></li> <li>• <u>The Dove and the Ant</u></li> <li>• <u>Seasons</u></li> <li>• <u>Family Business</u></li> </ul>	7	<b>Language and Sentences</b> <ul style="list-style-type: none"> <li>• Some simple compound sentences introduced</li> <li>• Unfamiliar vocabulary introduced</li> <li>• Simple dialogue introduced</li> </ul> <b>Content</b> <ul style="list-style-type: none"> <li>• Text is less predictable</li> <li>• Moderately complex content</li> <li>• Some inference needed</li> </ul>
<b>ADVANCED</b> <ul style="list-style-type: none"> <li>• <u>Far Away Friends</u></li> <li>• <u>A Day for Racing</u></li> <li>• <u>Superstars of the Circus</u></li> <li>• <u>Pass It Down</u></li> </ul>	10	<b>Language and Sentences</b> <ul style="list-style-type: none"> <li>• More challenging vocabulary</li> <li>• Simple grammar changes throughout</li> <li>• Dialogue with multiple speakers</li> </ul> <b>Content</b> <ul style="list-style-type: none"> <li>• Complex sequences and events (fiction)</li> <li>• Characters and plots are becoming fully developed and interactive</li> <li>• Detail key to story line</li> </ul>

**Whole Group:** *Wrap up:* Ask students “What did you learn during LEAD 21 today? What are you still confused about? What is something you liked or something that still needs work?”

